

Pupil Premium Statement (Secondary)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Goresbrook School
Number of pupils in school (2024-25)	219
Proportion (%) of pupil premium eligible pupils (2024-25)	31.65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	January 2026
Statement authorised by	Megan Harris
Pupil premium lead	Adam Scourfield, Assistant Principal
Governor / Trustee lead	Ieuan Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,325
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium strategy plan

Statement of intent

At Goresbrook School, our philosophy for our Pupil Premium strategy is directly underpinned by our vision to ensure that all students leave us with a real option to succeed at a top university, the skills to excel in a career of their choice and go on to live happy and fulfilling lives rich with altruism, regardless of their background.

We:

- Know all our pupils well
- Have the highest expectations of all pupils and understand that this is most important for pupils from disadvantaged backgrounds
- Utilise data to intervene swiftly and minimise barriers faced by disadvantaged pupils
- Provide opportunities for disadvantage pupils to build their social and cultural capital and promote emotional wellbeing

The philosophy covers four main areas that are tailored to our context and barriers faced by the pupils we serve. This is based on evidence of what works in raising standards of pupils in receipt of the Pupil Premium funding. We aim to ensure our practice around teaching, learning and assessment is refined and constantly reviewed to have the highest impact for our students with a focus on disadvantaged students. Leaders regularly review the quality of provision in all areas of the vision to ensure that they embedded across the school.

Since opening, Goresbrook's strategy for pupil premium students has been to focus on raising literacy levels, providing high levels of support in lessons where needed, and in raising aspirations, especially amongst the ablest pupil premium students. We strive for excellent progress and attainment for every child across the curriculum, particularly in EBacc subjects.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupil Progress: Although pupil premium students make excellent progress across their time at GBS, there is some small variance in the amount of progress made across some year groups. Disadvantaged pupils' attainment is below their non-disadvantaged counterparts in Year 9 and 10 where pupil premium students make up 30.2% and 27.4% of the year group respectively. Lower student attainment is more profound with students who have SEND and are pupil premium.
2	Literacy and Numeracy: Upon entry to Goresbrook, NGRT testing shows that in all year groups except Year 8, disadvantaged students are up to twice more likely to be placed in below average stanine than their non-disadvantage peers.
3	Well-being: Our assessments, pupil voice survey, observations and discussions with pupils and families have identified social and emotional issues for some pupils, such as anxiety, depression, and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Goresbrook is situated in ward where income deprivation is in the 95th percentile, meaning that 95% of wards in the income have a higher average household income.

4	Attendance: Historically, disadvantaged students are more likely to have lower attendance than their non-disadvantaged peers which has an adverse effect on academic outcomes.
5	Lower levels of self-regulation and organisational skills: behaviour reports indicate that a small minority of disadvantaged pupils experience difficulties in adhering to the school's code of conduct and organisation expectations which may lead to lower levels of well-being and engagement in school life. Repeated sanctions may lead to internal exclusion resulting in time out of the classroom.

Intended outcomes:

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Teaching and learning precisely tackles misconceptions, maintains high expectations of all students and students make progress that is in-line with their peers.	• Percentage achieving 4+, 5+ and 7+ in English and Maths the same as, or better, than their peers • Progress 8 score of school - disadvantaged compared to non-disadvantaged. • Number of disadvantaged students achieving 5+ in Ebacc compared with their non-disadvantaged counterparts and nationally. • Teaching materials and resources should contain high-level, challenging and rigorous content.
Improved reading comprehension among disadvantaged pupils across the school	• Observations, diagnostic analysis, NGRT tests, work scrutiny and student attainment will show that: • Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum. • All students will be able to access ideas and knowledge beyond their starting points.

	• All students, after intervention where necessary, have reading ages/banding that match or exceed their chronological ages. • Every student will be reading 500 words per lesson every day.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects./ behaviour data	• Observations, pupil voice, behaviour data and student attainment will show that: ○ All students develop a greater awareness of their learning and their personal strengths and weaknesses with a particular process. ○ Students will be aware of how they plan, monitor and evaluate their own learning, across all subjects. ○ They can implement revision and study strategies independently. ○ Outcomes and attainment improve due to better knowledge and skill recall and retention ○ Disadvantaged pupils' homework completion rates are in line with non-disadvantaged peers. ○ Increased engagement in lessons ○ Number of sanctions issued to disadvantaged students is in line with non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations shows a sustained improvement in student well-being • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Every student to access The Goresbrook Guarantee. • Increased use of outside agencies to provide on-going support for SEMH needs.
All pupil premium students display and embody positive attitudes to learning, have high aspirations for their futures	• 50% of students apply for A-levels or equivalent post 16 • 80% of students apply to top universities in Year 13 (Russell Group) • Pupil voice and observations demonstrate aspirations for elite careers post 16.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • Attendance is 96% including for those from disadvantaged backgrounds. • Parents of pupil premium students with complex needs/multiple barriers engage with the school attendance support plans resulting in improved attendance for these pupils. This is evident in attendance progress data and parent voice surveys.
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Activity in this academic year.

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ double staffing targeted teaching groups with subject specialists in English and maths. Double staffing with LTAs across all subjects	Teachers can plan to respond to the needs and misconceptions of pupils with multiple barriers, resulting in greater progress for pupils in these groups. Teachers can co-plan with additional adults to close gaps and increase rates of progress for every child in the class. Rigorous tracking and monitoring of impact of double staffing.	1,2,3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. Use of study skills sessions on Empowerment Days and student inductions and P0 to instil regular and effective study habits.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: All students at KS3 provided the opportunity once a week to practise effective revision and study strategies resulting in better retention of key knowledge over time and better outcomes for all students in EoY assessments. Teaching and Learning rubric of 'I do, we do' modelling and application tasks every lesson fosters independence and aids students' achievement.	1,2,5

Enhancement of our maths teaching and curriculum planning. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths resources and CPD offers.	Review of the Maths curriculum to increase challenge and rigour across key stages means students are able to have a deeper understanding of Maths.	1,2
Improving literacy in all subject areas in line with recommendations in the EE. We will fund professional development and instructional coaching focussed on each teacher's subject area. Teaching and Learning focus on reading strategies to implemented in every classroom, every lesson. Appointment of a Lead Practitioner in charge of Reading and Literacy	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English. Higher number of pupils moving from 4 to 5. Higher number of pupils securing ARE in maths and English Students reading at least 500 words per lesson every day will increase students' reading ability and comprehension skills.	2

Increase the targeted focus on in-class interventions for underachieving pupil premium (and SEND) pupils and training for staff to deliver this. Double staffing of subject specialists	Significant improvements in teacher planning that results in critical students for each class making greater progress. Teachers having a thorough understanding of students' barriers means they can intervene and tailor lesson plans to students' needs. Small group interventions in class for underachieving students allows staff to intervene as soon as necessary and use of subject specialist means gaps in subject knowledge are address quickly and adequately.	1,2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£34,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting Lexonik Leap and Advanced across every year group	Students engage in 6 week programme, by the end of which their reading age will match their chronological age.	1,2
A robust system of data reporting to students, target setting and working with parents to ensure that pupil know what they need to be working towards and how to do this	Home learning completion, engagement and success increases. Students can articulate their gaps and feel empowered to close these. Outcomes improve for all pupil premium students.	1,2

Interventions are delivered in English and Maths to eligible pupils which is facilitated by double staffing. Intervention classes for KS4 in core subjects.	Progress within interventions is good or better where double staffing is employed. Compulsory intervention sessions run after school for all underachieving students with a focus on core subjects. Students make good progress in intervention and can move out of subject intervention after each examination period.	1,2
NTP	Students receive addition tuition from outside agency in Maths resulting in all underachieving students meeting their minimum expected grade.	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
An attendance assistant is appointed to support the attendance manager to improve attendance.	Increase in response time to attendance data daily and over time.	4

Attendance and punctuality are used to incentivise students and used as part of attendance plans for the most vulnerable pupils Absence Support Plans for those at risk of persistent absenteeism who are PP (and SEND) are introduced and regularly updated Increase in number of rewards for 100% attendance and punctuality	Attendance figures improve towards 97%. Percentage of PAs reduces. Improved attendance for PP and SEND pupils. Attendance figures improve towards 97%. Percentage of PAs reduces.	4
Coaching and house competition offers rewards linked to values and aspirations. This is promoted by the pastoral teams.	Increase in positive attitudes reported their school experience. Rewards and sanctions awarded to pupil premium students are in-line with non-pupil premium students.	3,4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
On-site counsellor employed and Life Line Mentor	Students learn coping strategies to deal with anxiety and depression. Students are aware of the signs of poor mental health and the triggers for these. Students feel safe having a designated adult to speak to.	3,4

Staff Training on 'Positive Behaviour' Support	Staff know how to build positive relationships with PP with SEND students with better understanding of individuals' needs Positive behaviour is increased, positive relationships between staff and students reported more widely and observed more frequently.	3,4,5
Daily diet of deliberate practice at home is introduced Online Home Learning approach Home Learning for KS4 online and planned application tasks weekly	Overall literacy and numeracy levels improve as demonstrated by EOY assessment outcomes. Reading ages improve. Research shows that use of online platforms for Home Learning can accelerate student's progress by up to 5 months. Every student completes online homework in every subject across all year groups. KS4 students use online platforms to retrieve and recall core knowledge from both Year 10 and 11. Heads of Department plan weekly application tasks linked to their GCSE courses to allow students to practise using the exam rubric and exam skills taught in lessons resulting in better outcomes at GCSE.	1,2,4
Appointment for extra LTAs	Employment of (number) LTAs allows targeted intervention for underachievement and multiple barriers to learning. LTAs trained on Lexoniks delivery to enable higher numbers of students being intervened with. Respite and behaviour support for students with multiple needs.	1,2

Total budgeted cost: £205,325

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our commitment to excellence in teaching and learning has remained the cornerstone of our pupil premium strategy, ensuring that disadvantaged pupils achieve strongly and sustainably alongside their peers. Targeted deployment of additional staffing in English and Maths continued to prioritise pupil premium pupils, enabling earlier identification of underachievement and rapid intervention. This approach has been effective in ensuring that disadvantaged pupils across key stages 3 and 4 consistently achieve well and are supported to meet ambitious academic outcomes.

Outcomes for pupil premium pupils across the academic year were consistently strong. While Progress 8 is not available for this cohort, attainment outcomes indicate clear improvement: Attainment 8 for pupil premium pupils rose from 45.3 in 2024 to 51.5 in 2025, representing a 5.7-point increase. In addition, 79% of pupils achieved a Grade 4+ in English, demonstrating secure progress in this crucial qualification and reflecting the impact of sustained subject expertise, structured intervention, and high expectations.

Attendance has been a key area of success. Pupil premium attendance is now above 96% and fully in line with non-pupil premium pupils, reflecting the continued impact of strong systems, early intervention, and effective parental engagement. Our strategic focus on attendance, including robust first-day response and targeted support for families where barriers existed, has secured strong routines and improved pupils' access to learning.

Behaviour and culture indicators also show that disadvantaged pupils are thriving within the school's high-expectations environment. Pupil premium pupils are not over-represented in negative behaviour data, and they receive praise at levels consistent with their non-pupil premium peers, demonstrating that they are benefiting equally from the school's relational culture, clarity of routines, and consistent staff practice.

Our commitment to removing barriers to learning has remained central to this work. Ensuring access to high-quality education regardless of socioeconomic background continues to guide our approach, including practical support where needed to enable full participation in learning both in school and at home. Alongside this, academic intervention and supplementary sessions continued to support pupils who needed additional input, ensuring that pupil premium pupils—particularly in key stage 4—had access to timely, subject-specific support.

This academic year, through our pupil premium strategy, our continued focus on high-quality teaching, targeted and measurable academic support, strong attendance systems, and a culture of high expectations and high support will ensure that disadvantaged pupils continue to achieve well and that gaps in attainment and participation remain closed.